

# Common Core State Standards

Preparing All Students for College and Career Readiness

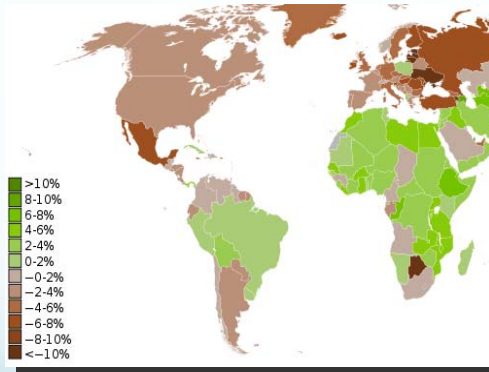


We promise to prepare them to be successful in college, careers, citizenship, and the global economy



# When they come to us in 2012

Global Economic Turmoil US GDP growth 0-2% 2011



Completion of International Space Station

<http://www.futuretimeline.net>

# Graduation Day, 2026

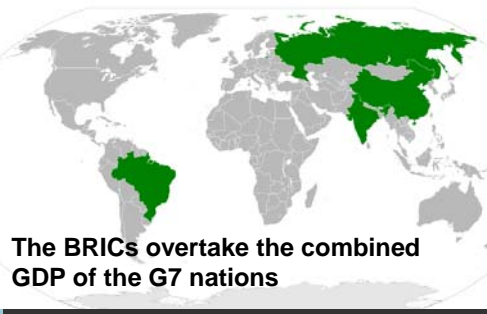
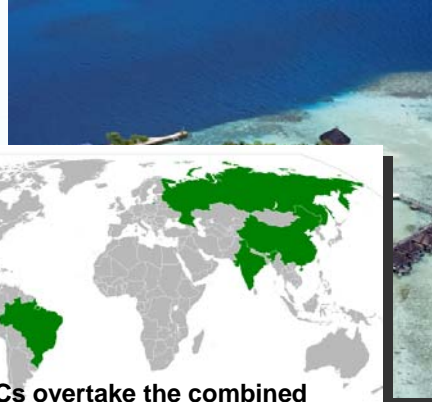
## Will they be college and career ready?

Aquaculture provides the majority of the world's seafood



<http://www.futuretimeline.net>

Rising sea levels are wreaking havoc on the Maldives Islands in the Indian Ocean



## The Data Shows...



### NAEP Exam, 2009:

- California students ranked 48th in grade 4 and 49th in grade 8 among the 50 states on the National Assessment of Educational Progress in 2009.

### Mathematics:

- In mathematics, 4th and 8th grade students ranked 45th and 47th, respectively

### Science:

- In science, California students ranked 49th in both 4th and 8th grades, besting only Mississippi.

### Graduation Rates, 2010:

- Graduation rates were just 79 percent in 2010, with African American and Latino students graduating at rates of only about 60 percent. And college-going has fallen below that of most other states, at *only 28 percent of students now graduating from 4-year colleges*, far below the national average, and about half the rate of the most highly educated states.



## A BLUEPRINT FOR GREAT SCHOOLS

TRANSITION ADVISORY TEAM REPORT

Tom Torlakson

State Superintendent of Public Instruction  
California Department of Education

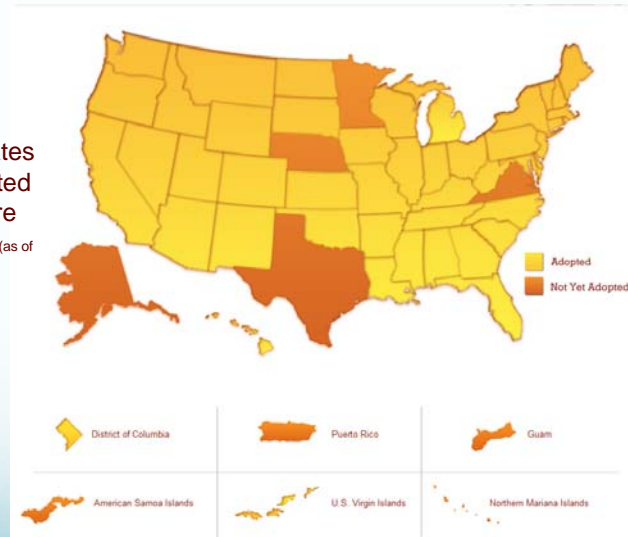
2011

National and International Research Showed  
Commonalities among High Performing  
Schools:



# Stakeholders United to Write the College and Career-Readiness Standards

Nationally 45 States + DC have Adopted the Common Core State Standards (as of May 2012)



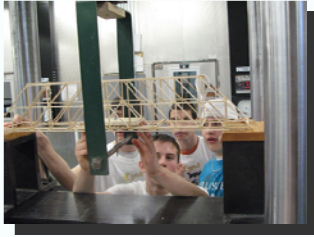
\*Minnesota adopted the CCSS in ELA only

# Preparing for Postsecondary Success

- The Common Core Standards were released on June 2, 2010
- August 2, 2010, the State Board of Education adopted the Common Core State Standards with the California Additions







The Common Core Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help their students.



The standards are designed to be ***robust and relevant to the real world***, reflecting the knowledge and skills that our young people need ***for success in college and careers***.



With American students fully prepared for the future, our communities will be best positioned to ***compete successfully in the global economy***.

- Common Core State Standards Initiative

## Common Core Standards are to be *Fully Implemented in 2014/15*

The State Superintendent and the State Board of Education presented to the Governor and appropriate Legislature Committees a schedule and implementation plan for integrating the Common Core State Standards into the state educational system.



- *Common Core Standards* are K-12 annual learning outcomes to *prepare students for College and Career and Life*

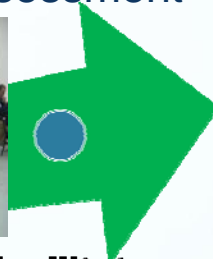
# The Standards Provide a Paradigm Shift for Teaching, Learning, and Assessment



**Deliverer of Knowledge**



**Coach/Facilitator of Socially Constructed Knowledge**



# The Standards Provide a Paradigm Shift for Teaching, Learning, and Assessment



## Emphasis on the answer

CST/CAHSEE  
- *Multiple Choice*



## Emphasis on the learning process

Next Generation Assessments  
- *Performance*  
- *Portfolio*  
- *Project*

## The Standards Provide a Paradigm Shift for Teaching, Learning, and Assessment



**Literacy in English  
Language Arts**



**Shared Literacy  
Across All Content  
Areas**

*-Reading, Writing, Speaking,  
Listening*

*-Literacy through the lens of  
an historian, scientist,  
mathematician...*

# The Standards Provide a Paradigm Shift for Teaching, Learning, and Assessment



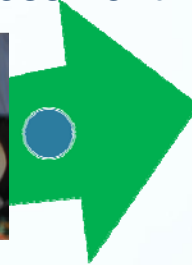
**Teaching  
Independently**

*-Silos, Individual Approach*



**Teaching  
Collaboratively**

*-Professional Learning  
Communities*



**ENGLISH LANGUAGE ARTS, LITERACY IN  
HISTORY/ SOCIAL STUDIES, SCIENCE,  
AND TECHNICAL SUBJECTS**



## Several Key Shifts

- Spotlight on what students read:
  - Complexity
  - Range
- Close analysis of texts with evidence to back up claims and conclusions
- Writing to sources
- Research (short projects)
- Marshaling arguments
- Using evidence





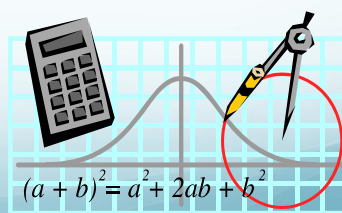
# Mathematics Standards



# Common Core Standards for Mathematics

**The standards for mathematics:**

- aim for clarity and specificity
- stress conceptual understanding of key ideas
- balance mathematical understanding and procedural skill
- are internationally benchmarked



# Attributes of the CCSS: Mathematics

Engage student in the  
content through the  
**Mathematical  
Practices**

- **Problem solving**
- **Reasoning**
- **Modeling**
- **Using tools**
- **Making arguments**
- **Precision**
- **Structure**



## ELA GRADE 4

### CST

**14** In *both* stories, the main character learns

- A to ask for help when he needs it.
- B that magic cannot solve problems.
- C to be careful about the people he trusts.
- D that it is important to have one best friend.

### Common Core

#### Stimulus Text:

*Below is part of a poem about leaves and a story about a robin. Read the two texts and think about how they are similar and then answer the question that follows.*

#### Item Prompt:

*Compare how the actions of the leaves are similar to the actions of the little robin. Use details from both texts to explain similarities.*

#### Scoring Rubric

<b>3</b>	The response: <ul style="list-style-type: none"><li>• gives sufficient evidence of the ability to show how the actions of the leaves are similar to those of the little robin</li><li>• includes some specific details that make reference to the text</li><li>• adequately supports the interpretation with relevant details from the text</li></ul>
<b>2</b>	The response: <ul style="list-style-type: none"><li>• gives some evidence of the ability to show how the actions of the leaves are similar to the actions of the little robin</li><li>• includes general details that make references to the text</li><li>• adequately supports the interpretation with relevant details from the text</li></ul>

## ELA GRADE 7

### CST

**28** Which information from Document B or Document C would most likely be included in Document A?

- A Winning Streak scooters come with a 30-day money-back guarantee.
- B Winning Streak accepts no responsibility for personal injury . . .
- C . . . Winning Streak, Inc., is voluntarily recalling about 25,000 scooters.
- D Winning Streak is printed in purple on the standing platform . . .

### Common Core

#### Your assignment:

You will read about historical fiction, listen to an interview with an historical fiction author, and read a picture book and an excerpt of a classic historical fiction novel. You will answer some questions about the sources. Then you will plan, write, and revise your own historical fiction narrative.

#### Steps you will be following:

In order to plan and compose your narrative, you will:

- 1) Read an article about elements of historical fiction.
- 2) Listen to an interview with an historical fiction author.
- 3) Read a picture book.
- 4) Read an excerpt from a novel.
- 5) Answer questions about the sources.
- 6) Plan, write, and revise your narrative.

in the spaces provided below them.

1. What elements of historical fiction are mentioned in both the article, "What is Historical Fiction?" and the video interview with author Deborah Hopkinson. Use details from the article and the video to support your answer.
2. "A Band of Angels" is based on real people and events. "The Red Badge of Courage" is about a made-up character during a real time period. Analyze how these differences impact the way the author's tell the stories. Use details from the sources to support your answer.
3. Explain why you agree or disagree with the following statement: "Even though historical fiction stories are not true, they develop more accurate and true understandings of real events from the past." Use details from the sources to support your answer.

## GRADE 11 ELA

### CST

39 Which theme is implied in both “The Young Storekeeper” and “Working Out a Book”?

- A Members of a society are expected to act honorably.
- B Knowledge is often more valuable than formal education.
- C Nature has the power to interfere with even our most carefully made plans.
- D Penalties that seem harsh at first may be beneficial in the end.

### Common Core

*The following excerpt comes from the Second Treatise of Government by John Locke, published in 1690.*

Sect. 22. The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but to have only the law of nature for his rule. The liberty of man, in society, is to be under no other legislative power, but that established, by consent, in the commonwealth; nor under the dominion of any will, or restraint of any law, but what that legislative shall enact, according to the trust put in it. Freedom then is not what Sir Robert Filmer tells us, *Observations, A. 55. a liberty for every one to do what he lists, to live as he pleases, and not to be tied by any laws:* but freedom of men under government is, to have a standing rule to live by, common to every one of that society, and made by the legislative power erected in it; a liberty to follow my own will in all things, where the rule prescribes not; and not to be subject to the inconstant, uncertain, unknown, arbitrary will of another man: as freedom of nature is, to be under no other restraint but the law of nature.

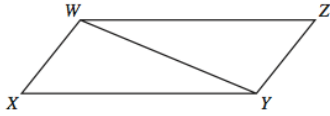
*Item Prompt:*

Identify the main idea of each passage and explain how Locke's treatise supports Anthony's argument.

# Grade 5 Mathematics

\* CST

68 In the figure below,  $WXYZ$  is a parallelogram.

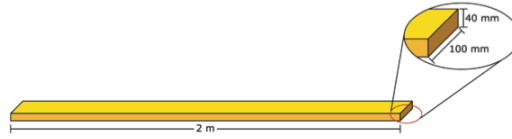


If the area of triangle  $WXY$  is 22 square inches, what is the area of  $WXYZ$ ?

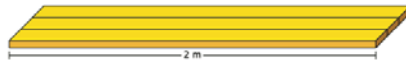
- A 11 square inches
- B 22 square inches
- C 33 square inches
- D 44 square inches

\* Common Core

Shelbi needs wooden boards to build a platform. Each board is shaped like a rectangular prism and has a length of 2 meters, a height of 40 millimeters, and a width of 100 millimeters, as shown below.



To build the platform, Shelbi will place the boards side by side, as shown in this diagram. The platform will have a total width of 12 meters.



What is the **least** number of boards that Shelbi needs to build the platform?

Boards

# Grade 7 Mathematics

\* CST

\* Common Core

**69** A train traveled at an average speed of 45 miles per hour for 2 hours and 30 miles per hour for 3 hours. What is the total number of miles that the train traveled?

- A 75
- B 90
- C 180
- D 195

A light-year is a unit of distance. It is the distance that light travels in 1 year. For example, the distance from the North Star to Earth is about 434 light-years because it takes light about 434 years to travel from the North Star to Earth.

The table lists five stars in the constellation Cassiopeia and their approximate distances, in light-years, from Earth.

Light travels at a speed of  $3 \times 10^8$  meters per second. Highlight each star in the table that is between  $7 \times 10^{17}$  meters and  $3 \times 10^{18}$  meters from Earth. Click the name of a star to highlight it.

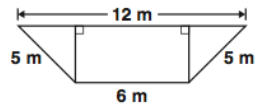
Star	Distance from Earth in Light Years
Schedar	228.56
Caph	54.46
Tsih	613.08
Ruchbah	99.41
Segin	441.95



# Grade 11 Mathematics

\* CST

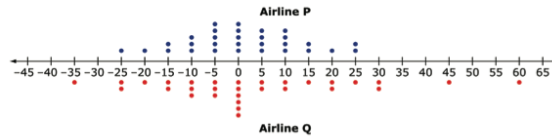
45 What is the area, in square meters (m), of the trapezoid shown below?



- A 28
- B 36
- C 48
- D 72

\* Common Core

The dot plots below compare the number of minutes 30 flights made by two airlines arrived before or after their scheduled arrival times.



- Negative numbers represent the minutes the flight arrived **before** its scheduled time.
- Positive numbers represent the minutes the flight arrived **after** its scheduled time.
- Zero indicates the flight arrived **at** its scheduled time.

Based on these data, from which airline will you choose to buy your ticket? Use the ideas of center and spread to justify your choice.

# Creativity is the Currency of the 21<sup>st</sup> Century

“ Creative individuals and nations are poised to prosper. The new third world will be the nations that need to import creativity. Businesses are turning to creativity like never before.

It is imperative to design a learning environment in which students are creating real world products to demonstrate their understanding of the content.”

~Crocket, Jukes, Churches, 2011

